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Kingston, Ont.

QUEEN'S UNIVERSITY

Faculty of Education



ANNUAL CALENDAR

Seventh Session, 1913-1914



KINGSTON:

PRINTED FOR THE UNIVERSITY BY THE JACKSON PRESS
1913.

QUEEN'S UNIVERSITY.

This Calendar is for the use of persons intending to take a University course in the *Faculty of Education*.

For *Arts* and *Theology* Calendar address THE REGISTRAR, Queen's University, Kingston, Ontario.

For *Medical* Calendar apply to THE SECRETARY, Medical School, Kingston, Ontario.

For *Science* Calendar (School of Mining), including all courses in Engineering, address THE SECRETARY of the School of Mining, Queen's University, Kingston, Ontario.

For lists of graduates, students, scholarships and prizes and pass lists in all Faculties, see complete Arts Calendar.

The Arts Calendar, Part II, contains the lists of graduates, undergraduates, winners of scholarships and prizes, and examination results in all Faculties. It may be had from THE REGISTRAR, price 25 cents, postage 12 cents extra.

The Examination Papers in all Faculties may be had bound for fifty cents, postage twelve cents extra. Apply to THE REGISTRAR.

FACULTY OF EDUCATION.

PRINCIPAL

VERY REV. D. M. GORDON, D.D., LL.D.

REGISTRAR

GEO. Y. CHOWN, B.A.

OFFICERS OF INSTRUCTION.

Session of 1913-14.

- H. T. J. COLEMAN, B.A., Ph.D.,
*Professor of the Science of Education and Dean of
the Faculty.*
- W. E. MACPHERSON, B.A., LL.B.,
Professor of the History of Education.
- J. RUSSELL STUART,
Lecturer on Elementary Education.
- E. O. SLITER, M.A.,
Lecturer on Methods in Classics.
- W. R. SILLS, M.A.,
Lecturer on Methods in Mathematics.
- GEORGE S. BALE, B.A.,
Lecturer on Methods in French and German.
- W. J. SAUNDERS, M.A., M.S.
Lecturer on Methods in Science.
- WM. G. ANDERSON, B.A.,
Lecturer on Methods in English.
- AUGUSTUS F. HATCH, B.A.,
Lecturer on Manual Training.
- F. C. ANDERSON, B.A.,
Lecturer on Commercial Work.
-
Lecturer on Methods in History.
- F. C. ANDERSON, B.A.,
Instructor in Art.
- MRS. J. R. C. DOBBS,
Instructor in Music.
- MISS C. E. GREEN,
Instructor in Household Science.
- G. A. PALMER,
Instructor in Physical Training.
- MRS. MABEE,
Instructor in Constructive Work.

ACADEMIC YEAR.

1913.

- Oct. 1. Classes in Education, Arts, Applied Science and Mining open.
- Oct. 3. Last day for Registration.
- Oct. 16. University Day—a holiday.
- Dec. 19. Christmas holidays begin, at 5 p.m.

1914.

- Jan. 5. Classes reopen.
- Feb. 25. Ash Wednesday—a holiday.
- Apr. 10. Good Friday—a holiday.
- Apr. 15. Time expires for receiving applications for May examinations.
- Apr. 25. Lectures in Education close.
- Apr. 29. Convocation for distributing prizes, announcing honours and conferring degrees in Arts, Medicine, Science and Theology.
- May 4. Examinations in Education begin.

ANNOUNCEMENT.

The seventh session of the Faculty of Education in Queen's University will open October 1st, 1913, and close May 31st, 1914. Its purpose will be the practical and theoretical training of teachers for Public and High School work.

Students in attendance in the Faculty of Education, apart from those who pursue courses leading to degrees in Pedagogy, shall be classified as *Regular* students and *Occasional* students. Regular students shall be those admitted under the regulations stated below.

All classes except such as are directly practical are held in the Arts building of the University, and every opportunity is given to the students to share to the full in all phases of University life. The Victoria Public School and the Kingston Collegiate Institute, situated within one minute's walk from each other, and a block from the University, are used by the Faculty as model schools for observation and practice.

Intending students should communicate with the Registrar at any time during August or September, and they must register for either the General or one of the Advanced Courses not later than October 1st. A candidate for admission to the Faculty shall make application therefor on a form to be obtained from the Registrar, and shall submit with this application the following certificates on the printed forms supplied:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October, 1913.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(a) His certificate of graduation in Arts from the Registrar of any university in the British Dominions.

- (b) His Senior Teacher's certificate.
- (c) His certificate, or certificates, for Entrance into the Faculties of Education.

EXPENSES OF COURSE.

The following statement of expenses is based on information obtained from students who have kept an account of their expenditures. The estimates do not include personal expenses.

For a Session (October 1 to May 15).

Board, lodging and laundry	\$130	to	\$160
Books and stationery	15	"	25
Fees	25	"	25
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	\$170		\$215

These estimates are based on board, etc., at from \$4 to \$5 per week, at which rate good board and lodging may be obtained in Kingston.

BOARDING HOUSES.

Lists of Boarding Houses may be obtained from the Registrar. Requests for these should state whether they are required for men or women students.

Men and women students are not permitted to lodge in the same houses unless they are members of the same family or receive special permission from the Senate. A list of approved houses where suitable accommodation is provided for women students will be furnished on application to the Registrar.

ADVISER OF WOMEN STUDENTS.

The University has appointed Mrs. W. E. McNeill, M.A., to assist the women students in planning their courses, to give them information and help of various kinds, and to advise them in all matters in which they feel the need of counsel.

Mrs. McNeill may be reached by correspondence addressed to her at the University; and during term time she may be consulted at her office in the New Arts Building.

GENERAL REGULATIONS.

1. Students in attendance who are graduates in Arts before the beginning of the session may take the General Course or one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance under the Regulations of the Department of Education, shall take the General Course.

2. (1) Regular attendance throughout the session (Oct. 15th to May 31st) is indispensable under the Regulations of the Education Department of Ontario, and for such other students as may be permitted by the Dean to act for not more than a total of one month as substitute teachers in schools controlled by the Ontario Education Department.*

(2) A return of the attendance of each candidate shall be made to the Minister of Education at the close of the session.

3. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of \$25.00 (which shall not in this case include the fee for examination) may, on application to the Dean, receive from the members of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.†

4. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing therefor approved by said Department before entering upon their special courses. This approval for intra-mural students must be secured before the end of October.

**Note.—Such teachers cannot be legally engaged by any Board for a longer period than two weeks without the consent of the Ontario Education Department.*

†Students can scarcely expect to be successful at the examinations set by the Faculty of Education unless they have at least Faculty Entrance standing or its University equivalent in Latin, English and Mathematics.

5. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I, of any of the courses, as will suit the condition of candidates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

6. No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

7. (1) The annual fee for the General or the Ad-
vanced Courses (with or without the course for Spe-
cialists), which shall include the library, gymnasium
and examination fees, shall be \$25.

(2) The fee for the examination in the General
or Advanced Courses when the examination is not
taken during the regular session or when it is taken
by students not in attendance shall be \$15, or \$10
for each of Parts I and II if taken in parts.

(3) The fee for the Specialists' examination
when not taken with the regular course shall be \$5
for each examination paper.

(4) The fee for the Inspector's examination
shall be \$15.

(5) The fee for each diploma shall be \$2. For
Special Courses, or any cases not provided for herein,
the fee schedule shall be such as obtains in the Fac-
ulty of Arts.

(6) The above fees are payable to the Registrar
of Queen's University.

COURSES OF STUDY.

1. The Ontario Education Department accepts the professional courses and examinations of the Faculty of Education in Queen's University, as follows:

(a) The GENERAL COURSE and the FIRST ADVANCED COURSE as the professional courses for an Interim FIRST CLASS PUBLIC SCHOOL AND an INTERIM HIGH SCHOOL ASSISTANT'S CERTIFICATE.

(b) The SECOND ADVANCED COURSE, as the professional course for an INTERIM HIGH SCHOOL ASSISTANT'S CERTIFICATE.

(c) The SPECIAL COURSES FOR SPECIALISTS as the professional courses for INTERIM SPECIALISTS' CERTIFICATES.

(d) The SPECIAL COURSE FOR PUBLIC SCHOOL INSPECTORS, as the professional course for a PUBLIC SCHOOL INSPECTOR'S CERTIFICATE.

GENERAL COURSE.

2. The General Course may be taken by anyone who has furnished the required certificates for admission. It trains candidates in the work prescribed for teachers' certificates for Public, Continuation and High Schools, and consists of three parts, as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(a) Biology, Physics, Chemistry and Mineralogy;

(b) French and German;

(c) Greek and French;

(d) Greek and German.

(2) A review, from the academic standpoint, of the subjects of the High and Public School Courses.
Part II.

(3) A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work with Manual Training (for men) and Household Science (for women) of the Public School Course, and the Reading, Elementary Science, Art, Commercial Work (including Writing) and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

(4) Observation and Practice Teaching in the Victoria school and Kingston Collegiate Institute, with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

1. The First Advanced Course may be taken only by students who are graduates in Arts before the beginning of the session. It trains candidates in the work prescribed for teachers' certificates for Public, Continuation and High Schools, and consists of three parts, as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(a) Biology, Physics, Chemistry and Mineralogy;

(b) French and German;

(c) Greek and French;

(d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method, in this subsection will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

(2) A review, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

(3) A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work with Manual Training (for men) and Household Science (for women) of the Public School Course, and the Reading, Elementary Science, Art, Commercial Work (including Writing), and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

(4) Observation and Practice Teaching as defined in Part III of the General Course.

SECOND ADVANCED COURSE.

1. The Second Advanced Course may be taken only by students who are graduates in Arts before the beginning of the session. It trains candidates in the subjects prescribed for teachers' certificates for Continuation and High Schools only, and consists of three parts, as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and the Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review, from the academic standpoint, of the subjects of the High School Course.

Part II.

(3) A course of instruction, both academic and professional, in the Reading, Elementary Science, Art, Commercial Work (including Writing) and Physical Training (including Hygiene) of the High School Course.

(4) At least two seminar, or advanced, courses, in the History of Education, the Principles of Education, and Methods in Classics, Mathematics, English and History, Science, and French and German.

Part III.

(5) Observation and Practice Teaching in the Kingston Collegiate Institute.

SPECIAL COURSES.

Special Courses include:

1. Courses in both the General and the Advanced Courses for candidates for Specialist certificates under the Regulations of the Ontario Department of Education.

2. (a) A course for candidates for certificates as Inspectors of Public Schools under the Regulations of the Ontario Department of Education.

(b) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions prescribed by the Ontario Department of Education for Public School Inspectors' Certificates.

The subjects of the examination will be as follows:

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

EXAMINATIONS.

(1) The standing of the students in attendance in the General or Advanced or a Specialist Course shall be determined by the combined results of the term work and the examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum of marks therefor in any subject shall be 40 per cent. of the aggregate of marks for that subject.

(2) Examinations in Part I are held in May at Kingston or at such local centres as may be selected by the Faculty. Sessional examinations will also be held before Christmas, chiefly for the purpose of testing the students' knowledge of the subjects of the Public and High School Courses.

(3) Examinations in Part II are held at convenient periods during the session and in May.

(4) Examinations in the Inspectors' Course will be held in May at Kingston and at such local centres as may be selected by the Faculty.

(5) The percentage requirements for a pass in the General or an Advanced Course are 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Part. The requirements in the Specialist Courses are 60 per cent. in each subject. For the Inspector's course the requirements are 40 per cent. of the marks for each paper and 60 per cent. of the aggregate of marks. The requirements for honours in the General Course or in an Advanced Course or in the Course for Inspectors is 75 per cent. of the aggregate marks. Honours will be awarded only when all the examinations of a course are completed at one time:

(6) The standing of candidates who are not in attendance shall be determined by the results of the final examination.

EXEMPTIONS FROM ATTENDANCE.

While students who come under the conditions specified in the following sections have the right to claim exemption from attendance, they are strongly urged to attend for one term at least, preferably after Christmas.

The following classes of students will be permitted to register and to take their examinations without attendance on lectures; they must, however, do any exercises that may be required by the Faculty:

(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class Public School certificates by passing at one examination, and with the prescribed percentages in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test of their ability to teach Public School classes.*

(2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' certificates, provided they hold the necessary academic certificates and pass the professional examinations for such standing in the special courses prescribed herein for such certificates.

(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General or First Advanced Course, taking Parts I and II

**Students who take advantage of the provisions of this section will be required to present themselves at the University at some convenient time during the session to be examined in the practical subjects of oral reading, physical exercise, music and teaching. Students who avail themselves of section 1 must attend at the University to demonstrate their ability to teach, as prescribed.*

together or separately, but without taking the prescribed session, or being required to pass in Part III. The experience shall have been in Canada, at least half thereof having been in Ontario. Such candidates will be granted Permanent First Class Public School certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.*

(4) Unsuccessful candidates who have attended regularly a session in any Course, and who, of the aggregate of marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. in each of these Parts, may write at the examination for Interim First Class Public School or High School Assistants' certificates, without taking the session over again or being required to take again the Part or Parts in which they have already passed.

CERTIFICATES.

A. INTERIM.

Certificates of qualification may be awarded by the Ontario Department of Education on the results of the examinations of the Faculty of Education, as follows:

(1) INTERIM HIGH SCHOOL ASSISTANTS' and INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be:

(a) To students who have attended regularly, and who have obtained in each of Parts I, II, and III of their courses 40 per cent. of the marks for each subject, and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate marks.

(2) INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, *valid for two years*, to students in the General or the First Advanced Course, who have attended regularly, and who have obtained 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. of the aggregate of marks in each Part.

3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of one of the regular courses, and who have obtained 60 per cent. of the marks assigned to the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their departments.

(4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

VALUE OF INTERIM CERTIFICATES.

(1) An Interim Second Class Public School certificate shall entitle the holder to teach in a Public School.

(2) An interim First Class Public School certificate shall entitle the holder to teach as Principal or Assistant in a Public School, or as Assistant in a Continuation School.

(3) An Interim High School Assistant's certificate, which shall not issue until the candidate is 21 years of age, shall entitle the holder to teach, as Assistant in a High or Continuation School.

(4) Interim High School and Interim First Class Public School certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation or High School Inspector under whom the holder of the certificate has last taught.

B. PERMANENT.

(1) After at least two years' successful experience as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Public School Teacher's certificate shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate as a First of Second Class Public School teacher, provided he is then 21 years of age.

(2) After at least two years' successful experience as a teacher, the holder of an Interim High School Assistant's certificate, ordinary or Specialist, shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate of the same grade. In the case of a Specialist, he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(3) A graduate in Arts of any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School Inspector, has taught successfully at least three years (two of which were spent in a High School, or a Continuation School with at least two teachers), shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

Note.—The bibliographies given below are merely *suggestive*; no text-books are *required*. The first book mentioned under each subject is the one preferred.

Part I.

HISTORY OF EDUCATION AND EDUCATIONAL SYSTEMS.

Note.—In the History of Education attention will be given to the social conditions and ideals from which the educational ideals and practice arose. Education is one factor of civilization and it must be studied in its relationships, not as an isolated phenomenon.

General Course:

Evolution of Education in Primitive Society.

Oriental Education.

Educational Ideals of Eastern and Western Nations compared.

Greek Life and Civilization. Old Greek Education with Spartan Education as its type. New Greek Education with Athenian Education as its type. The Sophists and the Great Educational Theorists, Socrates, Plato and Aristotle. The Idea of a Liberal Education.

Roman Life and Civilization. Roman Educational Ideals and Practices contrasted with those of Greece. Great Educational Theorists, Cicero and Quintilian. The Idea of a Practical Education.

Life in the Middle Ages. Christianity and Education. The Education of the Monastery and the Castle. Development of Schools in Charlemagne's Empire and in Ireland and England. Scholasticism and the Rise of the Universities.

The Renaissance and the Rise of Humanism. Educational significance of the Renaissance. The work of Petrarch, Erasmus, Vittorino Da Feltre, Elyot, Ascham and Sturm.

The Reformation and Counter-Reformation. Luther and Elementary Education. The Jesuits and the Teaching Orders.

Realism and Science in Education. Types of Realism represented by Rabelais and Montaigne, Mulcaster, Milton and Locke, Bacon and Comenius.

Education according to Nature. Development of the new ideal in Rousseau and Basedow.

The Psychological Ideal in Education as represented in the work of Pestalozzi, Herbart, and Froebel.

The Sociological and Scientific Ideals, as represented by Spencer and Modern Theorists.

The Development of Public Education in Germany, Great Britain, France, the United States and Ontario.

Present-day Tendencies in Education.

References:—

Monroe, *Brief Course in the History of Education.*

Davidson, *History of Education.*

Advanced Course:

The General Course repeated, with a detailed study of special periods and movements.

References:—

- Monroe, *Text-book in the History of Education*.
Monroe, *Brief Course in the History of Education*.
Freeman, *Schools of Hellas*.
Woodward, *Vittorino da Feltre and other Humanist*
Laurie, John Amos Comenius. [Educators.
Davidson, *Rousseau and Education according to Nature*.
Pinloche, *Pestalozzi and the Modern Elementary School*.
De Garmo, *Herbart and the Heerbartians*.
Hughes, *Froebel's Educational Laws for all Teachers*.
Graves, *History of Education to the Middle Ages*.
Graves, *History of Education to Modern Times*.
Adamson, *Pioneers of Education*.
Roberts, *Education in the Nineteenth Century*.
Wilkins, *Roman Education*.
Paulsen, *German Education*.
Hughes, *Making of Citizens*.
Farrington, *Secondary Schools of France*.
Dexter, *History of Education in the United States*.

PRINCIPLES OF EDUCATION.

General Course:

A course of lectures dealing in the main with the following topics:

1. *Introduction*.—The Meaning and Aim of Education; Statement and Examination of Typical Theories; Individual and Social Elements in Education; the School as an Agency of Social Progress; its Relation to other Social Institutions, the Home, the State, the Vocation, etc.; The School as a means of Individual Growth and Development; The Problem of Individual Differences in Children; The Curriculum as an Expression of Social Values; Its Origin; Phases of its Growth; Present-day Movements for Reform of the Curriculum.

Physical Aspects of Education.—The Significance of Infancy; The Native Physical Endowment of the Child; Heredity and Environment as factors in human development; Instinct in Education, its relation to

Habit and Intelligence; Physical growth and development; Motor Activities in Education, their relation to Mental and Moral development; Play as a factor in Education; The mental and moral bearings of school-room Hygiene; Fatigue, its signs, causes, laws, results.

Mental Aspects of Education.—The Doctrine of Self-activity; Imitation and Curiosity as factors in mental growth; The nature of the Learning Process; Doctrine of Formal Discipline; Meaning of such terms as Experience, Knowledge, Judgment, etc.; Place of Analysis and Synthesis, Deduction and Induction in the growth of Experience.

Moral Aspects of Education.—The Instinctive element in morality; The Social element in morality; The Moral Aspect of the various school-room activities; The Curriculum as an agency in moral instruction and moral training; The Teacher as a factor in the moral life of the child.

Social and Vocational Aspects of Education.—Liberal and Applied education supplementary to each other; Place of Industrial Teaching in an educational system; Relation of Constructive Work and Manual Activities to Mental Attitudes of children and to Community Life; Law, Government and Social Requirements, including Citizenship and Social Ethics as elements in education.

2. The study in class of certain educational classics selected from the following list: Milton—Tractate on Education; Locke—Thoughts on Education, and Conduct of the Understanding; Rousseau—Émile; Froebel—The Education of Man; Rein—Outlines of Pedagogics; Spencer—Education; Dewey—The School and Society.

References:—

- Henderson, *Principles of Education.*
- Raymont, *Principles of Education.*
- Horne, *Psychological Principles of Education.*
- Elwood—*Sociology and Modern Social Problems.*
- Dewey, *School and Society.*
- Scott, *Social Education.*

Advanced Course:

1. Lectures of a more advanced character upon the topics detailed in Part I of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—

Those of the General Course, and in addition:

Mackenzie, *Social Philosophy*.

Dewey, *The School and the Child; The Educational Situation; Moral Principles in Education*.

PSYCHOLOGY AND GENERAL METHOD.

General Course:

Relation of the Mental to the Physical. Inborn tendencies, Sensation, Perception, Attention, Memory, Imagination, Conception, Apperception, Judgment and Reasoning, Feeling and Emotions, Interest, Habit, Will, Character, Motor Activity, Curiosity, Suggestion and Imitation, Heredity and Environment, Adolescence and Child Study, Meaning of Instruction and Education, Psychologic Foundations of Method, General Principles, Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:

Lectures of a more advanced character upon the topics of the General Course as outlined above, with a study of special problems in Education.

References:—

Horne, *Psychological Principles*.

Angell, *Psychology*.

Titchener, *Primer of Psychology*.

James, *Talks to Teachers on Psychology*.

Kirkpatrick, *Fundamentals of Child Study*.

McMurry, *Method of the Recitation*.

Findlay, *Principles of Class Teaching*.
Bagley, *The Educative Process*.
Münsterberg, *Psychology and the Teacher*.
Thorndike, *Elements of Psychology*.

SCHOOL MANAGEMENT AND SCHOOL LAW.

Note.—The discussion of each topic in School Management will include a statement of the School Law and Regulations of Ontario pertinent thereto.

1. *The School*, an Organized Agency for a definite purpose; School Administration; Types of Schools; Elements of the School; Pupils, Teacher, Curriculum, Appliances, including Text-books, Buildings, Apparatus.

2. *School Administration*, Forms of Educational Control; Executive and Legislative Functions of the Department of Education; Functions delegated to School Boards, Inspectors, Principals and other officers; Relation of Principal to Teachers, and of Staff to Parents, Board and Caretakers; Financial Support; Business Administration.

3. *Types of Schools* for Primary, Secondary and Higher Education; Public Schools, Continuation Schools, High Schools, Private Schools; Commercial, Industrial, Trade, Technical Schools and Evening Classes, Schools for Defectives and Delinquents; Co-operation of Schools with other educative agencies.

4. *The Teacher*, His motives and qualifications; Senses of responsibility, capacity for development, scholarship, professional attainments, belief in his profession and in himself, Personality; Teacher's work highly technical requiring expert knowledge and skill; duties of teachers in the schools and outside.

5. *Class Management*; Advantages and disadvantages of group teaching; Basis of grouping, limits of groups; Management of class in regard to interest, self-activity, concentration of effort, recitation, similarity of work; Some principles of good teaching, varied exercises, questioning, drill, answers and their treatment.

6. *School Organization*: Time tables and daily programmes for various types of Public, Continuation and High Schools; Time table construction; and Sessional work.

7. *Special Problems*; Grading pupils, promotions, care of exceptional pupils.

8. *Physical Training*, including School and Community Hygiene in so far as they are a matter of the teacher's concern. The medical inspection of schools.

9. *School Discipline*; Teacher's duties, powers and rights; Relation to parents and board.

10. *Buildings and Appliances*, Equipment, sanitation of buildings, lighting, heating, ventilation, seating, class-room decoration, fittings and furnishings, apparatus.

11. *The School Library*; Reference Books; Use of books by pupils and others; Training pupils to read and use books.

12. *The School Yard*; Supervision of school surroundings, including yard, out-buildings, games and conduct.

References:—

Shaw, *School Hygiene*.

Lyster, *School Hygiene*.

Bagley, *Class-Room Management*.

Landon, *Principles and Practice of Teaching, and School Management*.

The School Law and Regulations of Ontario.

SPECIAL METHODS.

The special courses in Methods will include an academic review of the subjects as prescribed by the Department of Education for High and Public Schools together with discussions of the methods of instruction in these subjects.

PART I.

METHODS IN PUBLIC SCHOOL SUBJECTS.

For details of certain subjects of the Public School, the Fifth Class and the Continuation School curriculum, not referred to under this heading, information is given under the corresponding titles in High School work.

Language and Composition.

The importance of language training.

Oral and written composition, their relation, how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition.

Mechanics of written composition; sentence and paragraph structure; paragraph composition; punctuation marks, etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References:—

Chubb, *Teaching of English.*

Bates, *Talks on the Writing of English.*

Spelling.

The course includes the following topics:

Methods of spelling; an examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Material for spelling; principles of selection of materials for spelling.

Literature.

The aims in teaching literature.

The nature and elements of literature; selection of subject matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections.

Supplementary reading; use of school and public libraries.

Methods in teaching literature.

Lesson procedure; teacher's preparation; pupil's preparation; total meanings grasped first; analysis of these; final reading.

References:—

Chubb, *Teaching of English*.

McMurry, *Special Method in reading of English Classics*.

Grammar.

The topics to be discussed here are to be found in the prescription of work in grammar as a High School subject.

Arithmetic.

The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic; analysis and synthesis; induction and deduction; graphic methods; use of concrete material; text-books and apparatus; devices to secure neatness, speed and accuracy in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic.

History.

References:—

McMurry, *Special Method in Arithmetic.*

Smith, *The Teaching of Elementary Mathematics.*

The topics to be discussed here are to be found in the prescription for High Schools.

Geography.

Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial geography; factors determining commerce, with illustrations; treatment of the more common commercial commodities. Regional geography and topical geography.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH AND HISTORY.

Grammar.

The purpose of teaching grammar; recognition of correct forms of speech; difficulty of overcoming the use of incorrect forms learned outside of school.

Analysis and interpretation of language.

Value of sentence analysis and of the study of functions and relations of words. The courses in grammar in elementary and secondary schools.

What work should be covered in the first year in the Lower School. Necessity for variety.

Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the secondary school.

Composition.

Composition presupposes thought and feeling to be expressed and some one for whom they are expressed.

Value of composition to the individual in defining thought; social value which demands clearness and effectiveness of style.

Varieties of composition.—(1) Written, including the formal essay, class exercises and correspondence; (2) oral composition, including speeches and debates.

(1) Written Composition.

The formal essay; subjects suited to the age and experience of the pupil; different interests of pupils; planning of the essay; value of formal plans; preliminary discussion; writing of the essay; how often written; in school or at home; use of composition books; marking of the essay; system of signs used in indicating parts to be corrected; teacher's general criticism: rewriting of essays; discussion of errors in class; types of errors; value of individual work; self-criticism by the pupil.

The development of style; importance of choosing the best line of treatment; selection of subject matter.

Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the pupil's general reading upon his style.

Class exercises; aim to give the pupil command over the elements of form and expression; varieties of class work. Use of a text-book. Methods of dealing with exercises. Correspondence.

(2) *Oral Composition.*

How oral composition differs from written composition with respect to subject matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner and self-confidence.

Form of speech; vocal control. How to conduct an oral composition lesson.

Spelling.

Causes of incorrect spelling. Necessity for teaching underlying principles; importance of a knowledge of derivation; value of rules.

Literature.

Literature in the secondary school.

Purpose of teaching literature.

Literature is (a) artistic work, (b) an expression of the ideal, (c) a reflection of life.

Poetry; the emotional and ethical elements in poetry; the artistic and imaginative in poetry.

Selections suitable for literature in the Lower School.

List of books for supplementary reading; complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library, and of public library.

Methods of teaching literature. The extensive and the intensive study of literature compared; difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature.

Importance of the teacher's ability to read well; the preliminary reading of the selection; oral reading by the pupils after study; analysis of the passage; memorization; value of oral and written reproduction.

Methods of dealing with Supplementary Reading; means of testing the pupils' reading.

Oral Reading.

Methods of teaching reading; attention to the principles of vocal expression; time, including pause and phrasing; pitch; quality; force, including emphasis; place and limitations of imitative reading; class procedure.

References:—

- Carpenter, Baker and Scott, *The Teaching of English*.
Chubb, *The Teaching of English*.

History.

The scope and nature of the subject matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The methods of teaching; the lecture method; the Socratic method.

Cause and effect in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics. The correlation of history with geography, literature, composition. Supplementary reading in history; the historical novel. School societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and in foreign lands; analogies with events and conditions of the past.

References:—

- Bourne, *The Teaching of History and Civics*.
Report of Committee of Seven, *The Study of History in Schools*.
Keatinge, *Studies in the Teaching of History*.

Geography.

In addition to the work indicated for the Public School Course, the topics prescribed for High Schools will be dealt with, and the best methods of teaching will be considered. Special stress will be put upon the use of experimentation and observation.

References:—

- Chisholm, *Handbook of Commercial Geography*.
Mill, *International Geography*.
Salisbury, *Physiography*.
Geikie, *The Teaching of Geography*.

MATHEMATICS.

Arithmetic.

Its value and scope; its relations to other subjects on the curriculum. The origin of number; the development of the number concept, number pictures, number; the various steps involved in symbols; the unit, its nature and use; necessity for standard units; number a ratio. The Grube method, its merits and defects. The fundamental processes and their relations; graphic methods; use of concrete material for demonstrating, verifying and interpreting operations. Importance of training in neatness, accuracy and speed in computation: devices to secure these. The importance, place and treatment of mental arithmetic. The value of problems; the essentials of proper solutions; interest in problems for which the pupils furnish materials; problems depending on topics of local interest; when and how to assist pupils. The unitary method, its merits and limitations. The fraction considered as a quotient and as a part of a unit; development of the rules of fractions; decimals as special fractions and as complements of common notation; approximate results. Percentage and its applications to commercial arithmetic. Graphical work. Value of tables. Mensuration; the application of arithmetic to space relations; theoretical and practical methods; necessity for use of models. Square root.

Algebra.

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules. The distributive law, the commutative law, the index law, the sign rule. The equation and its place in algebra. Factoring; highest common factor and least common multiple. Use of detached coefficients. Classes of simple equations. Symmetry and its applications in elementary algebra. Surds and imaginary quantities. Quadratic equations. Methods of dealing with problems and the objects to be kept in view in their solution. Correlation of algebra and geometry. Graphical methods of illustrating formulae and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.

Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy. Distinction between practical geometry and geometrical drawing. Limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of fundamental truths. The place of definitions and axioms. The proposition, what should be done in the class and what at home. The analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing. Exercise of invention; the place and importance of exercises. The grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References:—

- McLellan and Dewey, *The Psychology of Number*.
Smith, *The Teaching of Elementary Mathematics*.
Young, *The Teaching of Mathematics*.
Fink, *A Brief History of Mathematics*.

CLASSICS.

Latin.

Pronunciation; exercises in oral reading from Caesar and Vergil. Vocabulary, its nature and extent, the importance of repetition; correlation with English; arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary; other devices.

Inflection; introductory lessons; arrangement under types; hints on teaching various lessons such as on the third declension of nouns, on adjectives and on verb forms.

The teaching of syntax in connection with the translation of English sentences into Latin; the mode of treating it in connection with the passages of authors read. Hints on the teaching of various lessons such as on the Gerundive and Gerund, Conditional sentences, Time Clauses, Indirect Discourse and the like. Translation and kindred topics; object of the course in translation; the difference between reading and translating; the stage at which reading

and translating should begin; the choice and use of material for early reading in text-books and supplementary reading books. Method for reading at sight; hints for teaching translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering. The use of 'keys'; treatment of topics of grammar, history, archaeology, etc., arising naturally from the context; use of charts and other forms of illustration.

Special consideration of the translating of Vergil; introductory lessons in Vergil; hints on teaching various passages; the metre of the *Æneid*; memorization of typical selections.

Greek.

Aims and methods of teaching Greek; the importance of reading and translation. Oral work in Greek teaching; pronunciation and accents. Discussion of important lessons in White's First Greek Book; the order of the lessons.

Method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.

Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References:—

Bennett and Bristol, *The Teaching of Latin and Greek*.

MODERN LANGUAGES.

General Methods.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct method; oral work (including pronunciation) indispensable. Practical course in phonetics; use of phonetic charts.

Elementary classes, how to conduct them without a text-book; oral work combined with study of phonetics; conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correc-

tion of errors, length of lesson, aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material taught by the teacher.

Grammar.

Inductive teaching. Value of grammatical rules. Repetition. Use of mnemonics. Deductive methods; special illustrative lessons on essentials of French and German grammar. Importance of the verb. How to conduct a profitable drill.

Translation.

When to introduce it; dangers to be avoided; transliteration and translation; various methods of conducting recitations; how to use the Reader; reading aloud by the teacher and by the pupil.

Composition.

Based on models; oral drill on the Reader; general principles; translation from English; free reproduction. Original themes and exercises; writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—

- Report of Committee of Twelve.*
- Heath & Co., *Methods of Teaching Modern Languages.*
- Jespersen, *How to Teach a Foreign Language.*
- Savory & Jones, *Sounds of the French Language.*
- Bahlsen, *Teaching of Modern Languages.*
- Brebner, *Method of Teaching Modern Languages in Germany.*
- Didot, *La Methode Directe dans l'Enseignement des Langues.*
- Sweet, *Practical Study of Languages.*
- Dumville, *French Pronunciation.*
- Rippman, *Elements of Phonetics.*
- Breul, *Teaching of Modern Languages.*

SCIENCE.

General.

The course in science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment; methods of demonstration; use of technical terms. Theories, facts, scientific laws.

Text-books and reference books in science.

Chemistry.

Order of treatment; introductory work; chemical laws and theories; valency; formulae; equations; qualitative and quantitative experiments; chemical arithmetic.

Physics.

Methods in heat, light, sound, magnetism, electricity and mechanics.

Biology.

Methods of treatment; dissection; experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy.

Purpose of High School mineralogy; its relation to geography and chemistry. Physical properties of minerals; economic importance of minerals and rocks of Ontario; familiarity with common rocks and minerals.

References:—

Lloyd & Bigelow, *Teaching of Biology.*

Smith and Hall, *Teaching of Physics and Chemistry.*

Ganong, *The Teaching Botanist.*

PART II.

While the same general purposes direct the courses in the subjects of Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

ART WORK.

Freehand Drawing.

How to use the various mediums, pencil, charcoal, crayon, ink with pen or brush. The drawing of common flat objects such as leaves and grasses; type solids and objects based on them. Principles of free-hand perspective. Grouping of objects; simple landscapes from nature and imagination; illustration of games; pose drawing.

Blackboard Drawing.

The use of white, black and coloured crayons on the blackboard. Rapid sketches to aid in the teaching of other subjects.

Water Colours.

Theory of colour; the solar spectrum; the six standard colours; their hues, tints and shades; pigmentary theory; primary, secondary and tertiary colours; complementary colours; colour harmony; the neutral value scale. Making and applying of uniform and graduated washes; the representation in colour, neutral values and sepia, of common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design.

Conventionalization of natural forms; surface patterns; borders; Christmas cards, programmes, book covers, calendars, posters; lettering. Geometric figures and their applications.

How to study a picture; the critical study of some good pictures.

References:—

Prang, *Text-book of Art Education.*

Prang, *Art Education for High Schools.*

Atkinson, Mentzner and Grover, *Applied Arts Drawing Book.*

Poor, *How to Draw.*

Practical Drawing, Arts and Crafts Course (8 parts).

Batchelder, *Principles of Design.*

Holland, *Design for Schools.*

Cross, *Colour Theory.*

Cross, *Light and Shade.*

COMMERCIAL WORK AND WRITING.

Business Papers.

Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts; endorsement and acceptance with consequent liability.

Bookkeeping.

Double and Single Entry; changing from single to double entry.

References:—

High School Text-books and Manuals.

Writing.

A brief outline of the different methods of teaching the subject. Penholding; position at the desk; position of the paper; the proper formation of the small letters and of the capitals, also of figures. Various movement exercises; practice on paper and on the blackboard.

Use of headlines and of copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The course will include practical exercises in handwriting.

References:—

The Public and High School Text-books and Manuals.

CONSTRUCTIVE WORK.

The nature and scope of constructive work; its educational and practical value; its correlation with other subjects. Exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of handwork.

A practical course based on the following outline, with concurrent instruction in methods; typical forms of constructive work adapted to the capacities of children in the lower grades; modelling in clay Cardboard work suitable for the higher grades of the and plasticine; materials and how they are kept.

Public School. Mechanical drawing and freehand sketching; plans and blue prints. Woodwork; the workshop tools and materials; keeping tools in order; a short course in bench work; designing.

References:—

Gilman and Williams, *Seat Work and Industrial Occupations*.

Kidner, *Educational Handwork*.

ELEMENTARY SCIENCE.

Meaning of Science and Scientific method; educational value of science; experimental work, how conducted, how recorded; manipulation, glass working, making of simple apparatus; simple chemical operations as filtration, solution, evaporation, precipitation.

More advanced treatment of topics in Nature Study; methods in special topics of biology and physics of the Lower School. Elementary text-books.

References:—

Gregory and Simmons, *Lessons in Science*.

Gregory and Hadley, *Class-book in Physics*.

Bailey and Coleman, *First Course in Biology*.

HOUSEHOLD SCIENCE.

The value of Household Science in the home, and in the elementary school; its effect in dealing with such topics as food production and manufacture, cooking processes, avoidance of waste, cleanliness, house construction from the housekeeper's standpoint, disposal of sewage in the country home, house furnishing, floor and wall treatment, kitchen equipment; food principles, selection, marketing and preservation of food; dietics, home nursing; laundering; the function of art in common life; care of the home and its sanitation.

References:—

Wilson, *Handbook of Domestic Science and Household Art*.

Hutchison, *Food and Dietics*.

Snyder, *Human Foods*.

American School of House Economics, Chicago.
(Library of Home Economics).

MUSIC.

The course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils. The course will include:

1. *Tune*. All intervals of the Major Diatonic Scale, both from Tonic-Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

2. *Time*: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these in simple and compound duple, quadruple and triple times. All the above in both Tonic-Sol-Fa and Staff Notations.

3. *Ear Training*, in time and tune, recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

4. *Voice Training*; Breath control, tone production, blending of the registers and general training for quality, range and flexibility.

5. *Sight Singing*; Singing from pointing on Modulator or Staff; Singing at sight, easy passages containing the varieties of time and tune mentioned above.

6. *Songs*: School songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

7. *Physiology*; Anatomy of lungs, larynx and resonating cavities; various methods of breathing, action of vocal chords in production of tone and influence of resonating cavities upon quality; care of voice in speaking and singing.

8. *Methods*. Teachers-in-training will be instructed in the grading of school music to suit the development of pupils, and in methods of teaching both systems.

References:—

Educational Music Course, Teachers' Edition.
Teachers' Handbook of Tonic-Sol-Fa System.

NATURE STUDY.

Distinction from science; Purpose; Materials; Methods, with detailed treatment of typical topics from Public School curriculum, as flowering plants, insects, birds and domestic animals. Experimental work on functions and habits of animals and plants. Experimental treatment of some common materials as soap, salt, water, air, milk, soil, candle flames, etc. Discussion of special topics as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References:—

Scott, *Nature Study and the Child*.

Hodge, *Nature Study and Life*.

PHYSICAL TRAINING.

Exercises for Heart and Lungs:

Deep breathing, running, hopping, rapid walking, "chopping" with dumb-bells or freehand), etc.

Exercises for Digestive Organs:

Circlings, lateral movements of trunk, "diving," etc., with wands, dumb-bells or freehand.

Corrective Exercises, for overcoming certain deformities or lack of symmetry.

Balance Exercises, for overcoming certain deformities or lack of symmetry.

Balance Exercises, for promoting a graceful and well balanced carriage and for co-ordinating muscles.

Military Drill. The elements of squad and company drill, turning, marching, stepping, forming fours, etc. The formation of classes in position for physical drill. Games and Gymnastics, indoor and outdoor.

Treatment of Emergencies. First aid in fractures, dislocations and sprains; drowning, suffocation and fainting; cuts and hemorrhage; other accidents or emergencies.

Muscular Development; Action of the muscles; Exercises for the systematic development (with or without apparatus) of neck, trunk, arms, legs.

Physiology and Hygiene:

Personal hygiene; Emergencies; Uses and care of Organs of the body.

References:—

Barton, *Physical Training*.

Army Manual, *Physical Training*.

Roberts, *Handbook of Free Standing Gymnastics*.

Gulick, *Hygiene Series*.

Martin, *Human Body* (Revised Edition).

Allen, *Civics and Health*.

READING.

Scope of reading; its correlation with other subjects; importance of training in reading; the pupil's previous preparation. The processes involved in reading; the relation of ideas to symbols; the association of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading; methods in reading; the various ways of teaching beginners to read; devices for securing rapid word recognition and expressive reading. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References:—

Cullen, *Steps in the Phonic System*.

Clark, *How to Teach Reading in the Public Schools*.

Department of Education, *Manual of Primary Reading*.

COURSES FOR SPECIALISTS.

The examination for Specialists will test not only the candidates' skill in teaching and their familiarity with methods of instruction, but also, *and in particular*, their knowledge of the academic work of their departments.

English.

The course in English for candidates for specialist certificates will include the following: A review of

the work in English Grammar, Composition and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the course in English throughout the various forms of the High School. A detailed study of the methods of classroom procedure in the teaching of English and problems arising therefrom.

References:—

Carpenter, Baker and Scott, *The Teaching of English*.
Chubb, *The Teaching of English*.

History.

The work for Specialists in History will include (a) The study of particular periods of the prescribed history. (b) Discussion of courses in history suited for students of various ages, and of corresponding methods of teaching.

References:—

Keatinge, *Studies in the Teaching of History*.
Jäger, *The Teaching of History*.
Langlois and Seignobos, *Introduction to the Study of History*.

Mathematics.

In addition to the work of the General Course there will be a discussion of methods in trigonometry, the more advanced parts of algebra and geometry; the order of presentation so as to secure the most logical and impressive relation among the parts, the relations of the subjects themselves and the place of the teacher in dealing with more matured minds, etc.

References:—

Smith, *Teaching of Elementary Mathematics*.
McLellan and Dewey, *The Psychology of Number*.
Young, *Teaching of Mathematics*.
Fink, *A Brief History of Mathematics*.

Classics.

The course in translation will include an intensive study of methods, with their particular application to the teaching of the authors read in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the

construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous selections; typical composition lessons, oral and written.

References:—

Bennett and Bristol, *The Teaching of Latin and Greek*.
Articles in the *Classical Journal*.

Moderns.

This course will lay special stress on the teaching of Phonetics, the Direct Method in the classroom, a study of French and German life, customs and institutions, use of wall pictures, and composition and reproduction work.

Science.

Relation of Science to other subjects; chief educational values of science, scientific periodicals and books, dealers in apparatus; Lantern projection, Photography and making lantern slides; Laboratory furniture, acquaintance with apparatus used in High Schools and practice in its use; Discussion of special topics in relation to High School curriculum.

References:—

Pearson, *Grammar of Science*.
Kerner, *Natural History of Plants*.

SEMINARS.

The Seminars, each of which will be a course of one hour per week throughout the session, will consist of lectures, readings, reports and discussions devoted to an intensive study of some topic of professional work. Seminars in 1913-14 will deal with such subjects as History of Education, Principles of Education, The Methods of Teaching Classics, Mathematics, Science, Moderns, and English and History.

COURSE FOR INSPECTORS.

Modern Tendencies in Education, and *Modern Educational Systems*. (Two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; The development of the pupil rather than of his intellect or of a

subject taught; Self-activity rather than directed effort in education; The development of capacity as an aim of school work; The use of interest and natural tendencies for school ends; Moral and aesthetic training; The relation of school to life; Heredity, environment and social requirements, both personal and general; The industrial aspects of school work; Education for urban and rural life; Medical inspection and care for physical welfare; uses of examinations.

Modern Educational Systems will require familiarity with the recent development and present status of the educational systems of Great Britain, France, Germany and the United States.

The following books are suggested for reference:—

- Nature Study Leaflets*, Ontario Agricultural College.
- School Law and Regulations of Ontario*.
- Seath, *Education for Industrial Purposes*.
- Scott, *Social Education*.
- Dean, *The Worker and the State*.
- Dewey, *The Educational Situation, School and Society*.
- Balfour, *Educational Systems of Great Britain and Ireland*.
- Paulsen, *German Education*.
- Hughes, *The Making of Citizens*.
- De Garmo, *Interest and Education*.
- Snedden, *Vocational Education*.
- Bailey, *The Nature Study Idea*.
- Dutton and Snedden, *School Administration*.
- Dexter, *History of Education in the United States*.
- Burrage and Bailey, *School Sanitation and Decoration*.
- Kern, *Among Country Schools*.
- Shaw, *School Hygiene*.
- Lyster, *School Hygiene*.
- Elkington, *Health in the School*.
- Perry, *School Administration*.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of

Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, the Schools Sites Act and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates will be expected to show an intelligent appreciation of the responsibilities and duties attaching to the office of Inspector in Ontario. This will include methods of school management, relations of the Inspector to teachers, boards of trustees and the Department of Education; and also competency to give instruction in the various subjects of the Public School courses of study and to advise teachers who may need help in their work.

The only reference suggested is the School Law and Regulations of Ontario. For the rest the candidate must obtain information of official practice in inspection, and must rely upon his experience in school management and class instruction, supplemented by such books and reports as he may deem pertinent.

DEGREES IN EDUCATION.

The University grants the degrees of Bachelor of Pedagogy (B.Paed.), and Doctor of Pedagogy (D.Paed.) to students who comply with the following requirements:

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold (a) a degree in Arts, not being an honorary degree, from any University

in the British Dominions; and (b) a First Class or High School Assistant's certificate granted by the Education Department of Ontario, or a certificate of equal value.

2. The candidate shall pass an examination (1) in the History of Philosophy and Ethics, (2) in the Principles of Psychology, Ethics and Sociology, with their applications to Education, (3) in the Science of Education, and (4) in the History and Criticism of Educational Systems.

3. Before he completes the examination for the degree, the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination, and shall write such essays and exercises as may be prescribed. These will be read and returned with criticisms and suggestions. The fee for registration is \$10, and for extra-mural assistance \$5 for each section.

5. The examination shall be held in December at Queen's University or in any other locality in the Province chosen by the candidate and approved by the Senate, and under a presiding examiner appointed by the Senate, subject to the usual fees and regulations of the University regarding extra-mural examinations (see p. 39 of Arts Calendar). The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section if taken separately \$8. The fee for the degree is \$20. All fees shall be paid to the Treasurer with the application for registration or examination, as the case may be.

7. The work in each Section (A or B) may be taken, and will be examined on, separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each Section. The candidate who obtains 50 per cent. of the marks of each Section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

(The bibliographies given below are not obligatory; they are suggestive only).

A.

8. History of Philosophy and Ethics (two papers) ; Principles of Psychology, Ethics and Sociology (two papers).

References:—

- Cushman, *History of Philosophy for Beginners*.
Muirhead, *Chapters from Aristotle's Ethics*.
Watson, *Hedonistic Theories*.
Descartes, *Method and Meditations* (Veitch).
J. S. Mill, *Utilitarianism*.
Wundt, *Outlines of Psychology*.
Titchener, *Outline of Psychology*.
King, *Psychology of Child Development*.
Mackenzie, *Manual of Ethics*.
Giddings, *Elements of Sociology*.
Münsterberg, *Psychology and the Teacher*.

B.

Science of Education (two papers) ; History and Criticism of Educational Systems (two papers).

References:—

- Spencer, *Education*.
Scott, *Social Education*.
Hall, *Youth*.
McMurry, *Study and Teaching Children to Study*.
Tyler, *Growth and Education*.
De Garmo, *Principles of Secondary Education*.
Monroe, *Text-book in the History of Education*.
Graves, *History of Education* (2 vols.).
Dean, *The Worker and the State*.
Snedden, *Vocational Education*.
Rowe, *Habit Formation*.

Candidates are recommended to read such additional works as may be necessary to ensure an adequate knowledge of the place and importance of the great educators in the History of Education, more particularly Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel and Herbert Spencer. Advice regarding books and reading for the course will be given to those desiring it, on application to the Dean.

DEGREE OF DOCTOR OF PEDAGOGY.

The Degree of Doctor of Pedagogy (D.Paed.) is granted under the following conditions:

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) a First Class or High School Assistant's certificate granted by the Education Department of Ontario, or a certificate of equal value, or (b) a Provincial certificate as Specialist, or (c) the degree of B.Paed.

2. Before he completes the examination for the degree, he shall submit evidence of at least three years of successful experience as teacher and inspector.

3. The candidate shall register at least six months before he presents himself for examination. He shall register as an intra-mural student to take such University classes as may be approved by the Faculty of Education, or he shall register as an extra-mural student. In the latter case he will be required to write essays and exercise on such subjects as may be prescribed. These will be read and returned, with criticisms and suggestions. The fee for registration in the Course is \$10, and for extra-mural assistance \$5 for each Section of the Course.

4. The candidate shall pass an examination in (1) the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education; (2) in the Science of Education, and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit (before March 1) a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favor of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in Sections, shall be held at such times and under such conditions as to date of application, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each Section, when taken separately, \$8. The fee for the degree is \$25. All fees shall be paid to the Treasurer with the applications.

(The bibliographies given below are not obligatory; they are suggestive only).

A.

7. History of Philosophy and Ethics (two papers; Principles of Psychology, Ethics, and Sociology (two papers)).

References:—

- Adamson, *Development of Greek Philosophy.*
- Plato, *Republic.*
- Watson, *Kant Explained.*
- Wundt, *Physiological Psychology.*
- Seashore, *Laboratory Course in Psychology.*
- James, *Principles of Psychology.*
- Hobhouse, *Mind in Evolution.*
- Rand, *Modern Classical Philosophers* (omit. pp. 486-672).
- Bosanquet, *Philosophical Theory of the State.*
- Ward, *Applied Sociology.*

B.

Science of Education (two papers); History and Criticism of Educational Systems (two papers).

References:—

- Harris, *Psychological Foundations of Education.*
- Keatinge, *Suggestion in Education.*
- Harper, *Trend of Higher Education.*
- Herbart, *Outlines.*
- Brown, *The Making of Our Middle Schools.*
- Hall, *Aspects of Child Life and Education.*
- Welton, *The Logical Bases of Education.*
- Locke, *Conduct of the Human Understanding.*
- Locke, *Thoughts on Education.*
- Rousseau, *Emile.*
- Comenius, *The Great Didactic* (Keatinge).
- Pestalozzi, *How Gertrude Teaches her Children.*

- Froebel, *Education of Man*.
Compayre, *Spencer*.
Dewey, *Interest and Effort in Education*.
Drummond, *Introduction to Child Study*.
Balfour, *Educational Systems of Great Britain and Ireland*.
Hughes, *Making of Citizens*.
Russell, *German Higher Schools*.
Farrington, *Secondary Schools of France, Elementary French Schools*.
Dexter, *History of Education in the United States*.
Coleman, *Education in Upper Canada*.
Brown, *The Making of Our Middle Schools*.
Perry, *School Administration*.

Candidates will be required to have a knowledge of the pedagogical theories of Bacon, Comenius, Locke, the Jesuits, Rousseau, Pestalozzi, Herbart, Froebel, Spencer and Horace Mann; to be able to trace the development throughout and to show relationships with modern theory and practice.

They will also be expected to make themselves familiar with the Educational Systems of Great Britain, France, Germany, the United States, and Canada, and with contemporary movements and tendencies in Education, by means of standard works and current educational literature. Specific advice regarding books will be given to those desiring it, on application to the Dean.

